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Guidance personnel have a great responsibility for helping students in culturally deprived areas who lag behind in school achievement. The pattern of academic failure, often resulting in dropout, unemployment, and in some cases juvenile delinquency should be changed.

This experimental program is based on a long history of guidance in Boston public schools, and in particular a program for seventh, eighth, and ninth grades to offset school dropout and failure. The major emphasis during the first two months will be upon individual counseling for academically failing pupils. The counseling is structured to identify and analyze the pupil's problems, prescribe and help implement treatment. It will consist of a minimum number of interviews for all students. Procedures for failures and underachievers include daily progress reports, further testing and contact with parents. Although failures are given highest priority, all students are advised on course selection and given vocational orientation. The second component of the program is small group counseling on topics which are suggested. The supportive classroom program is the third part of the project;the role of the guidance adviser is to advise teachers of pupils' learning problems and to help in the selection of materials and methods. All phases are described and procedures and materials are outlined. The specific responsibilities are given for the teacher, the principal, and the adviser himself to the experimental guidance program.

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ACTION FOR BOSTON COMMUNITY DEVELOPMENT, INC.

AND

EXPERIMENTAL GUIDANCE ADVISER PROGRAM

IN THE BOSTON PUBLIC SCHOOLS

PROGRAM AND RESEARCH DESIGN

January, 1965

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GUIDANCE PROPOSAL

INTRODUCTION

Youth in culturally deprived areas are known to lag behind the national norms for achievement in such fundamental learning areas as reading, writing and arithmetic. The contributing factors to this lag are partly outside-of-school influences; lack of parental cooperation, inadequate study facilities, devalued self-image, and distracting neighborhood influences; and partly school oriented; poor study habits, improper motivation, crowded classrooms, lack of interest in academic achievement and inadequacies in the present educational system.

These young people often become life failures because they are ill-equipped in the basic skills and are unable to perform tasks on a level of efficiency that will lead to financial security and job satisfaction. The advance of technology and the increase of automation require that students have a high school diploma or the equivalent in occupational training in order to compete successfully for job opportunities with those from the more advantaged areas. For those who are unable to achieve high academic standards and aspire to a college degree, opportunities should be provided to build a career that will guarantee security and life fulfillment. Otherwise the pattern of academic failure, often resulting in dropout, unemployment, and in some instances juvenile delinquency may well persist.

Pupil personnel specialists in general, and guidance advisers in particular carry great responsibility for helping pupils move in

directions that are educationally and vocationally consistent with their aptitudes, their abilities, and their interests, and from which they will ultimately attain their maximum potential. School guidance personnel must be equipped to encourage success by promoting experiences and programs which militate against failure and underachievement.

The primary effort of guidance should be directed toward helping the student in school but guidance personnel must also enlist the cooperation of parents and outside agencies in promoting the student's educational success. Some parents of culturally deprived students in general have not actively participated in this effort.

Guidance personnel must counteract the notion held by many parents and pupils that there is little use in obtaining a full education because opportunities are limited or non-existent. Such a notion fails to take into account the power and value of education in effecting and influencing individual achievement and social change.

GUIDANCE IN THE BOSTON PUBLIC SCHOOLS

Since the inception of guidance in Boston in 1908, much thought has been given to the guidance function, especially with relation to academic failure and school dropout. In 1915, the Boston Public Schools established the Department of Vocational Guidance to assist pupils with their vocational problems. In 1928, weekly guidance classes were authorized in the 8th and 9th grades of the junior high schools.

In 1957, a pilot program to offset school dropout and academic failures in the seventh, eighth, and ninth grades was initiated in one

junior high school in the Dorchester area. This program was primarily directed toward assisting failing ninth grade pupils who were considered potential academic casualties. But counseling was also provided for all ninth grade pupils in the selection of a high school and a suitable course. Some direct counseling was provided for emotionally disturbed pupils, a number of whom were referred to the pupil adjustment counselor or to selected community agencies such as the Judge Baker Clinic, the Boston City Hospital Adolescent Clinic, the Children's Hospital, and the Family Service Society.

Failing pupils were given intensive counseling, daily progress checks, and additional assistance from their homeroom and subject teachers. The parents of these pupils were interviewed by the guidance specialists who, then, if it were deemed necessary, arranged a case conference involving the administrator, the teaching staff, the parents, and the pupil. The possibility of enrolling the pupil in a special Saturday morning neighborhood tutoring program was explained to the parent.

The guidance specialist in charge of the junior high school pilot program observed that there was a reduction in school dropouts and academic failure, and that a closer working relationship developed among parent, pupil and school.

In the Fall of 1963, a permanent program, based on the findings of the pilot program, was instituted in nine junior high schools. One guidance specialist, henceforth called a guidance adviser, was assigned to

each of the schools listed below.

Junior High School	Population
Gavin	1120
Holmes	662
Curley	1076
Irving	982
Taft	546
Edison	498
Barnes	611
Rogers	954
Cleveland	1001

The guiding principles which governed the establishment of a guidance program in the junior high schools as stated in a manual prepared by the Boston School Department are as follows:

> "No longer a terminal school, for nearly all of its pupils in the junior high school today is a school of transition. Involved in the functions of the junior high school is the integration of basic outcomes of elementary school education with a continuation and advancement of those learnings which comprise a broad, general, and common education. In addition to the continuance of basic learning skills, the junior high school is responsible for the adequate preparation of pupils for subsequent educational experiences in the senior high school. To the foregoing two responsibilities of continuance and preparation, there is added another, the gradual transition from the educative procedures of the elementary school to those of the senior high school. It is with the transitional function that guidance in the junior high school is particularly related. Guidance is, then, the very keystone of the junior high school idea.
>
> "It can be briefly stated that the guidance function underlies and pervades all other functions of the junior high school, and guidance is not restricted to any specialized personnel. Rather guidance is correlated with the total endeavor of the school staff to assist pupils with adjustments and decisions in their personal lives.

"In our Boston junior high schools, all staff members have played an important guidance role, and they must continue to assume responsibilities for the guidance of pupils. The introduction of specialized guidance personnel will have little additional value if the remainder of the staff is to disclaim further responsibility for guidance.

"It is our purpose to continue emphasis upon the valuable contributions of the classroom teacher to the guidance of their pupils. To that guidance projected into the classroom, there will be added the all-important specialized service of counseling pupils individually by trained guidance counselors.

"It cannot be too strongly emphasized that guidance service is oriented to the pupil as an individual. The entire program of duties and activities for our junior high school guidance advisers must be based upon individual counseling.

"In establishing a new program of guidance in our junior high schools, it is absolutely essential that a teaching program, disciplinary duties, attendance supervision, and administrative assignments shall <u>not</u> be given to the guidance adviser.

"Without deviation, emphasis must continually be placed upon individual counseling as the very essence of our junior high school guidance program."[1]

The above statement on guidance in the junior high school restricts the adviser to individual counseling. Since the ratio of guidance adviser to student ranges from 1/500 to 1/1000, the amount of service the adviser can provide to each counselee is limited.

Although much of the adviser's time is devoted to the failing pupil, considerable time is spent with all pupils on orientation, course selection, and choice of high school. Each seventh grade pupil is interviewed

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1 "Guidance in the Junior High Schools of Boston", from a report submitted to the Boston School Committee, October 1963, by Charles O. Ruddy, Maurice Downey, and M. Geraldine Gillis.

at the beginning of the school year. He is introduced to the new school setting, and made aware of the educational, vocational and social opportunities the school offers, the rules and policies governing the student body, the athletic programs, and other extra-curricular activities. The adviser also discusses with the pupil the meaning and value of marks, and emphasizes the importance of regular attendance and punctuality. Each eighth grade class is counseled on the selection of a course for grade nine. Ninth grade students and their parents are made aware of available high schools and course choices, and an attempt is made to assist them in making an appropriate selection.

Failing pupils receive the most intensive counseling. Following the first marking period, each pupil failing in two or more major subjects is under the constant surveillance of teacher and adviser and referred by the homeroom teacher to the guidance adviser for an interview. The adviser then checks the work of the pupil by means of a Daily Progress Card for two weeks to determine the causes of academic failure. He arranges consultations with parents, and encourages the family to provide tutoring for the pupil. Often classroom teachers cooperate actively with the guidance advisers to give extra attention to pupils in need of assistance and to determine what assistance will be most effective.

For pupils in all grades who are scholastically misplaced, reassignment to another subject, course, or teachers is suggested. Pupils who seem destined to become dropouts are assigned to a preventive program for

retention in school.

A recognition of the needs of pupils for salient guidance information prompted the school department in 1959 to reorganize the guidance program then being given in grades seven, eight, and nine into a course of sixty guidance lessons to be given in grades eight and nine. The curriculum content of this "Course of Study in Guidance" was revised in 1963.[2] The sixty periods spread over two years are offered two hours weekly in the eighth grade and one hour weekly in the ninth grade.

This guidance course seeks to orient students to their relationship to the school and what it offers, to stress the value of education, good study habits, and desirable personality traits, and to point out educational, vocational, and social opportunities.

The experimental guidance program described below is based on the following observations and assumptions concerning the existing junior high program:

1. The principal's assignment of regular classroom teachers to the teaching of the "Course of Study in Guidance" lessens its effectiveness. The teacher may have no knowledge of, or interest in, the subject. Moreover there is no interaction between the teacher assigned to teach this course and the guidance advisers who are dealing with pupils individually.

2. The "Course of Study in Guidance" is offered in the eighth and ninth grades. It is reasonable to assume that some of the course content should be introduced in the seventh grade and that the time should be reserved for its inclusion.

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2. Excerpted from School Document No.7-1963,"Course of Study in Guidance."

3. Discouragement, lack of interest in school work, and apathy on the part of pupils are generated not only by the individual's outlook but also by the outlook of peer groups. Guidance advisers can materially modify these attitudes by assisting teachers to utilize lessons in the "Guidance Course of Study" more effectively, and by providing counseling for small groups of pupils who are poorly motivated.

4. Individual counseling devoted mainly to failing students does not meet the needs of the whole student body. Insufficient attention is given to the needs of students who are "just getting by" and who have little understanding of the value of education and a very limited sense of direction, educationally and vocationally.

5. The program does not permit guidance personnel to use tests on a selective basis for individuals or small groups. Most testing is done on previously determined days throughout the entire school system. Some of the tests used are: the Stanford Advanced Arithmetic Test in grade seven, the Iowa Silent Reading, Elementary Form AM. the Terman, McNemar Test of Mental Abilities in grade eight, and the Schorling-Clark-Potter Hundred Problem Arithmetic Test, Form W in grade nine. Individual testing is done only by arrangement with the Department of Tests and Measurements. A more flexible use of tests, at the recommendation of the guidance adviser, will provide a better basis for making decisions about individuals.

THE EXPERIMENTAL PROGRAM

Objectives of the Guidance Program

The success of the experimental guidance program will depend on how successfully it attains the following objectives:

1. Reduction in the number of subjects failed and in the number of dropouts among pupils exposed to the program; and,
2. Increase in number of pupils entering and completing high school.

The reduction in the ratio of pupils to guidance advisers should enable the adviser to give attention to the following procedures on which the demonstration program is based:

1. Earlier detection of potential dropouts and academic failures.
2. More attention to underachievers.
3. More frequent contact with parents and families of failing and underachieving pupils, resulting in stronger parental support for the pupil's academic progress.
4. More accurate placement of pupils in suitable courses and programs.
5. Earlier identification and encouragement of talent.
6. Increased assistance to classroom teachers and other school personnel in furthering the guidance program.
7. More effective communication and understanding among peer groups facing similar problems.

8. More effective assistance in selection of high schools and high school courses.

9. More effective and thorough records and reports on each pupil.

The terms "underachiever" and "underachievement" are used frequenly in the experimental program and should be clarified. The Educational Research Service Circular, No. 2 of May, 1961 suggests the following guideposts to determining who is an underachiever:

> "1) Pupils average or academically talented whose general achievement falls below reasonable expectations (These pupils may be up to average but not achieving in relation to their ability).
>
> 2) Pupils who need remedial work in reading, arithmetic or some other specific subject. (These pupils may need special attention after school hours, during the summer, or through special programs.)
>
> The term underachiever should not apply to the child who is definitely mentally retarded."[3]

The Department of Investigation and Measurements of the Boston School Department has its own method of determining underachievers. It defines an underachiever as one who is functioning below the level of competence that his I.R. would indicate. This level is determined by comparing the pupil's biennial I.R. scores (4th, 6th, 8th grades, etc.) with the scores of his annual Achievement Tests, which alternate between tests of reading ability and comprehension, and tests of mathematical aptitude.

As an example of how this evaluation functions let us assume that a student's mental age coincides with his chronological age. His I.R. would be 100, or average. It is felt that this child should

[3]Educational Research Circular #2, May, 1961

perform up to grade level, that is, his sixth grade reading achievement test, given at the beginning of the school year, should be 6.0 or higher. The measure of his underachievement is the degree to which he falls below this norm. While pupils falling below the norms in both I.R. and Achievement Tests may not be accurately classified as underachievers, they are grouped with the underachievers to facilitate assignment to remedial and developmental reading classes. Those with high I.R.'s (110 and over) who are passing their courses, though not with distinction, (C's and C minuses) are also actually underachievers, but since they are not failing, they are given little or no special attention. It is with this group that a reasonable portion of the guidance adviser's time should be spent. In addition to the group tests, individual tests of mental ability are given to the selected pupils on the basis of requests from teachers and principals.

PROGRAM DESCRIPTION

Location and Assignment of Personnel

The schools selected for the experimental guidance program and the assignment of personnel in those schools are as follows:

Howe Elementary School		Grade	No. of Students
1964-1965		Experimental adviser for grades 5 and 6.	123
Campbell Junior High			
1964-1965	Experimental adviser	7th and ½ of 8th	355
	School Dept. adviser	9th and ½ of 8th	300
1965-1966	Experimental adviser	8th and ½ of 9th	315 *
	School Dept. adviser	7th and ½ of 9th	340 *
1966-1967	Experimental adviser	9th and ½ of 7th	313 *
	School Dept. adviser	8th and ½ of 7th	343 *

*These figures are projected and are based on the June 1964 enrollment. To a certain degree they will vary depending upon fluctuations in school population.

Lewis Junior High

One male and one female adviser will be assigned to the Lewis Junior High School. The male adviser will be responsible for the counseling of all boys in grades seven, eight, and nine. The female adviser

will be responsible for the counseling of all girls in grades seven, eight, and nine.

The program will be conducted by the Department of Vocational Guidance. The Acting Supervisor of Guidance for the junior high schools will have charge of program implementation and administration working in conjunction with ABCD program and research personnel.

Overview of the Experimental Guidance Program

The experimental guidance program is composed of interrelated activities, all essential to its successful functioning. The main components of the program are: (a) the individual counseling program, (b) the small group counseling program, and (c) the supportive classroom program.

The objectives of a good guidance program as broad as education itself. They include the directing of a variety of influences and efforts toward the individual to assist him in achieving optimum educational, social, vocational, and moral development. Under ideal circumstances these developmental objectives might all receive equal emphasis throughout the course of the guidance program. However, in order to achieve the objectives of this experimental program, initial concentration on the pupil's educational problems seems essential. This is not to imply that attention to the pupil's social, vocational, and moral development will be bypassed, but merely that attention to these needs will be deferred until the educational problems have been treated and

resolved. The rationale behind this decision is that deeply rooted obstacles to learning, arising from difficulties within and beyond the jurisdiction of the school, may be adversely affecting the pupil's school performance. Unless these obstacles are removed, pupil failure may persist and result in eventual dropout. Retention of the pupil in school is one of the objectives of the experimental program, and it is a prerequisite for the implementation of the broader aims of the program.

The major emphasis of the experimental program during the first two months of the program's operation will be upon individual counseling for academically failing pupils. The technique of counseling suggested for this program will combine selected features of the non-directive and the clinical approaches. A more specific detailing of this technique is found on page 19.

The counseling program is structured to make a direct attack upon academic failures by identifying and analyzing the pupils' problems, by prescribing treatment, and by expediting the implementation of the treatment prescribed.

The individual counseling program which will be conducted by the guidance adviser will consist of a minimum number of interviews with each pupil in the junior high school and in the selected grades of the elementary school based on the priorities listed on pages 21 to 22 of this design. Definite procedures have been established for the arrangements of pupil appointments, the conduct of interviews, and the action to be taken in each case. These procedures are stated on page 22 to

page 42 of this program design and should be followed explicitly.

The small group counseling program will also be conducted by the guidance adviser on topics suggested under the heading Small Group Counseling on page 42 of the program design. The method of selecting pupils to participate in these discussions is given at the beginning of the same section. Principals and other administrative personnel should assist the guidance adviser in arranging a time schedule and designating an appropriate location for these discussions.

The supportive classroom program is to be conducted by subject and classroom teachers is outlined on page 51. Supplementary materials and lesson plans to assist the teachers in this function are being prepared. These materials will be placed in the hands of the guidance adviser who will assist the teachers in implementing their use.

Other aspects of the experimental guidance program are: (a) the responsibilities of the school principal to the experimental guidance program; (b) the responsibilities of the individual teacher to the program; and (c) the responsibilities of the adviser himself. An additional section of this design provides for the orientation of the new adviser. As a supplement to the program, an annotated bibliography containing a list of reference materials for the use of guidance advisers and teachers, and a suggested list of books related to the socio-economic situation of pupils in the experimental schools will be supplied to each guidance adviser.

Individual Counseling Program

Individual Counseling is the primary function of the guidance adviser. Counseling pupils on a one-to-one basis, he is in a position to delve deeply into the causes of academic failure, underachievement, and dropout, and to identify and assess the effects of personality traits in school performance. For these reasons the guidance adviser deserves the utmost cooperation from all school personnel. An effective guidance program can relieve teachers of many duties unrelated to teaching, and can relieve principals and administratots of time wasting detail unrelated to the educational situation. The benefits that accrue to a school from a good guidance program far outweigh the minor inconveniences that cooperation requires.

The ratios of adviser to pupil in the experimental schools are listed on page 12. The pupil- adviser ratio in the established Boston School Department guidance program is much higher. Because of the decreased ratio in the experimental schools more intensive individual counseling will be possible. Therefore, to both underachievers and academic failures, the guidance adviser should devote as much counseling time as is prescribed in the program. He should also consistently interview high achievers to stimulate them to continued superior performance.

Before the individual counseling program begins, however. the guidance adviser will arrange group orientation programs with each class from grades five through nine to acquaint pupils and teachers with:

a) the role of the guidance adviser;

b) the functioning of the guidance program;

c) the physical facilities of the school;

d) school activities; and,

e) extra-curricular opportunities.

The first two sub-headings i.e. the role of the guidance adviser and the functioning of the guidance program should be emphasized for all pupils; the latter three for new or beginning pupils in the junior high and elementary schools.

This orientation will be scheduled during the first full week of school, and during the regular school day at the convenience of both the teacher and adviser. Thus, the necessity for repeating orientation material with each pupil individually will be eliminated. Individual counseling time may then be devoted to each pupil's special needs.

Individual counseling will begin after the orientation program has been concluded. The number of individual counseling interviews prescribed for each pupil, the priorities on which scheduling will be based, and the procedures established for conducting interviews are specifically detailed on pages 18 through 36 of this program design.

Because of the nature of their problems many pupils may be referred by the guidance adviser to other pupil personnel specialists, or to outside agencies. The guidance adviser will work closely with the pupil adjustment counselor assigned to the school, with the attendance

officer, with the school nurse, and with the Department of Investigation and Measurement in order to facilitate this referral process.

Pupils manifesting serious behavior problems should be referred directly to the pupil adjustment counselor by the principal, classroom teacher, or other school personnel. The pupil adjustment counselor should systematically inform the guidance adviser of his findings and decisions in such cases, since they may affect the adviser's future actions with relation to the pupil.

Pupils revealing to the guidance adviser physical handicaps or other debilities not previously entered upon either the Health Card or the Cumulative Record should be referred to the school nurse who will take appropriate action. This action may involve sending the pupil to a neighborhood health clinic or to a private doctor, or, in the case of a visual or hearing deficiency, it may merely involve a recommendation to the classroom teacher to change the pupil's seat.

Pupils in need of individual testing for grade placement, remediation, advanced class assignment, or other reasons will be referred back to the homeroom teacher. The teacher will fill out a Form 432 blank and send it to the Department of Investigation and Measurement. Under the section of the form headed "Reasons for Testing" the teacher should list explicit reasons. The type of test desired should be specified under the heading "Remarks". Prompt testing should be available for pupils in the experimental schools. A research assistant from the Department of Investigation and Measurement should be assigned to the three experimental schools.

The school principal should assist in the implementation of the foregoing procedures by encouraging free inter-communication among pupil personnel specialists.

THE INDIVIDUAL COUNSELING PROGRAM

The Counseling Technique

The counseling technique to be used in the experimental program is eclectic. It assumes aspects of both the non-directive and clinical approaches. The non-directive aspect of the counseling approach is emphasized in the original encounter between adviser and counselee. Following the establishment of a favorable counseling relationship, however, the program recommends the introduction of a more clinical approach. Component one on page 22 emphasizes the non-directive approach. Components two through eight emphasize the clinical approach. It is felt that the combination of the two approaches provides a more realistic and meaningful policy for the experimental Guidance Program.

Establishing a Favorable Counseling Relationship

"It is the quality of the interpersonal encounter with the client which is the most significant element in determining its effectiveness."[1] The quality of the encounter is more important than professional training, orientation or interviewing technique. The relationship the guidance adviser forms with each counselee is more important than a knowledge of tests and measurements, adequate record keeping or the supplying of vocational information.

[1] Carl Rogers, Harvard Educational Review, Fall 1962.

The primary requisites for a favorable counseling situation are: The adviser's attitude of understanding and acceptance; and his skill of communication. These three elements are inextricably bound together and supplement and reinforce one another in the counseling relationship.

The capacity for accepting others is not a product of training. The adviser's basic attitude toward human beings is involved in acceptance. The adviser must see each counselee as an individual in his own right and try to sense the counselee's inner world of private personal meanings as if it were his own; to sense the counselee's emotions of anger, fear, frustration or his concept of being treated unfairly; and he must sense these feelings and emotions without personal involvement. The adviser must eliminate from his attitude any hint of bias or prejudgment. He must accept the client in a total way as a person, regardless of his particular behavior at the moment or the individual personality before him and without seeking to determine the worth of it.

The projection of this quality of acceptance and understanding must be supplemented by a concomitant skill in communication. This predicates sincerity on the part of the adviser. For the adviser must assure the client of the unconditionality of his regard. This attitude must be perceived by the counselee. If the counselee senses any suggestion of rejection by the adviser, or any casualness of manner or impatience, he may withdraw and erect barriers to communication. However, when the counselee perceives, even to a minimal degree, the adviser's sincerity,

his acceptance of the counselee as an individual in his own right and his empathetic feeling, the counselee should experience feelings of reassurance, which provide a sound basis for the development of his personality and changes in behavior.

The adviser should not proceed to a discussion of the pupil's problems until acceptance and understanding have been established, for otherwise there will exist no firm groundwork upon which a solution of problems may be based. The length of time or the number of counseling interviews required to establish a favorable relationship between adviser and counselee cannot be predetermined, and will vary with different individuals. However, when the adviser senses that a favorable relationship exists, he may proceed to implement the other components of the individual counseling program.

Academic Failures

Academic failures will receive the highest priorities for individual counseling. During the first two months of the experimental program, the guidance adviser will devote his entire time to academically failing pupils. Other pupil problems such as course placement and vocational orientation will be dealt with later in the term. Pupils failing the greatest number of major subjects will receive the most intensive counseling according to the ratios given below. These ratios apply to the first two months of counseling. Failing pupils should have additional interviews during the course of the year.

Number of subjects failed	Number of counseling interviews
a. 4 or 5 failures	8 interviews
b. 3 failures	6 interviews
c. 1 or 2 failures	4 interviews

Pupils in categories "a" and "b" are usually retained in grade. These pupils should be given the highest priority for counseling during this initial phase of the program.

Pupils in category "c" may have been sent to Summer Review School to make up their failures or may have been promoted on trial. The pupils sent to Summer Review School who have made up their subjects should no longer be considered academic failures. However their academic performance should be reassessed at the end of the first marking period. If failure recurs at that time these pupils should then be counseled according to the listed priorities.

Pupils who have failed one or two major subjects (re category "c") and who have been promoted on trial, should be considered academic failures until they consistently attain passing grades in all major subjects.

The individual counseling program for academic failures should include the following six components:

1. Establishment of good counseling relationship
2. Detection of academic failures
3. Diagnosis of pupil's problems
4. Recommendation of treatment
5. Treatment

6. Evaluation of treatment

7. Follow-up

Detection, diagnosis, and the original recommendation of treatment will follow in the order given above. However, evaluation and follow-up are not isolated but interrelated activities. Follow-up should be introduced after the first interview as indicated on page 29 , after the second and third interviews as indicated on page 32 , and after the fourth interview as indicated on page 33 . Evaluation should be made after treatment is initiated, and thereafter when any new treatment is prescribed.

A. Detection

Before counseling any pupils the guidance adviser will examine the cumulative record (form #290) of all pupils. On the Initial Pupil Interview Inventory Form he will enter the information required based on the pupil's final record for the previous year. Appendix A contains this form and instructions for its use. He will also enter the following information based on the pupil's overall record:

1. Reading and arithmetic marks from grades four through nine;
2. Number of transfers since grade one;
3. Grade repetitions since grade one;
4. Attendance record since grade one; and,
5. Number of times pupil has attended Summer Review School since entering junior high school.

When he has completed this inventory for all pupils the adviser will retain one copy for future reference and send the original to ABCD for data processing.

Using the data on the Initial Pupil Interview Inventory Form the guidance adviser will schedule interviews with failing pupils beginning with those failing the greatest number of major subjects.

B. Scheduling of Pupil Interviews

1. Prearrange the time for each pupil interview
2. Schedule interviews during the following periods:
   a. elementary; any classes except developmental reading and arithmetic
   b. junior high; any classes except developmental reading or major subject

      (In exceptional cases junior high pupils may be taken from major subject classes.)

C. General Procedure for Appointments

1. Appointment cards will be issued by the guidance adviser only. In the case of academic failures the guidance adviser will initiate the interview on the basis of the priorities listed above. Pupils who are not academic failures and who have different kinds of problems may request permission from the homeroom teacher to come to the guidance office for an appointment card between 8:45 A.M. and 9:00 A.M.

2. The adviser will issue appointment cards to pupils and schedule appointments at specified times.
3. Appointment cards will be distributed to the homeroom teacher by a monitor each morning between 8:45 and 9:00 A.M. The adviser should schedule as many interviews as he can conveniently fit into his daily schedule. The adviser should be able to interview at least two pupils for each school period of forty minutes. However, since each counselee presents a different problem the guidance adviser should use his judgment in apportioning time.
4. Homeroom teachers should promptly return appointment cards for all absentees to the guidance office at 9:00 A.M. each morning. Substitute appointments should then be scheduled.
5. When the interview is over the adviser will send the pupil back to class with a pass which states the pupil's name, and the time of departure from the guidance office, and which designates the next pupil to be sent to the guidance office.

An interview to be considered worthwhile, should be at least fifteen minutes in length. In most cases, and particularly in the case of academic failures, it should be at least half an hour. Thus, it is difficult to specify a minimum number of interviews for an adviser without inhibiting his effectiveness. The adviser should strive for twelve complete interviews daily.

Principals should not assign guidance advisers to duties unrelated to guidance, such as: yard and cafeteria duty, or the covering of classes

for absent teachers. The principal should also facilitate the assignment of monitors to the Guidance Office during the day to summon pupils and carry messages to teachers and other school personnel. The principal should also guarantee each adviser the opportunity freely to discuss pupil problems with teachers and other school personnel at times when such conferences do not disrupt the orderly functioning of the school.

To provide clerical assistance a secretary will be provided for guidance advisers in the experimental schools.

D. <u>The First Interview</u>

1. Establish a friendly, congenial atmosphere for counseling.
2. Fill out Personal Inventory Card (#320) and keep on file.
3. Briefly review the main points of the class orientation meeting.
4. Begin discussion of the pupil's problem by attempting systematically to assess some of the causes of the individual pupil's failure and to recommend treatments.

To facilitate this process advisers will refer to the list of "pupil's problems" and "recommended treatments" that follows. On this list the problems are stated in column one, and the suggested appropriate treatments are placed opposite the problems in column two.

A coded reference sheet for the identification of the problems and their treatments will be supplied to each adviser (q.v. Appendix B). The use of this coded reference sheet is explained on page 30 .

Pupil's Problems	Recommended Treatments
Poor work and study habits	
Inability to:	
organize material	additional guidance counseling
analyze material	additional in-school and
summarize material	after-school assistance
outline material	from teachers and from
review material (test preparation)	other pupils
budget study time	assignment to remedial and
take notes	developmental reading classes
find and use reference materials	course reassignment
	recommendation of testing
concentrate on work	
communicate by:	
reading	
writing	
oral expression	
use library facilities	

Home problems	pupil adjustment counseling
Emotional problems	referral to outside agencies
Behavior problems	conferences with parents
	conferences with parents, pupils, and other school personnel together

Pupil's Problems	Recommended treatments
Physical problems	referral to school nurse
	referral to clinics and outside agencies
Mental retardation	assignment to special class
Motivational problems	
poor attendance	referral to attendance officer
disinterest in school	additional counseling
desire to work	parent, pupil, adviser conferences
outside distractions	

5. Determine whether the pupil and adviser concur on the reasons for failure and the tentative treatment.
6. Determine whether at this time the pupil should be referred to another pupil personnel specialist or to an outside agency, e.g.:

a. PAC

b. School nurse

c. Attendance officer

d. Outside agency

Judge Baker Clinic

Boston City Hospital
Adolescent Clinic

Children's Hospital

Family Service Society

Other:

After this first interview and prior to the second, the adviser should:

1. discuss his tentative conclusions regarding the reasons for the pupil's problems with homeroom and subject teachers, and solicit the teachers' suggestions for improving the pupil's academic performance;
2. devise tentative treatments for these problems based on the discussions in anticipation of the second interview;
3. review the assessment of the problems and the proposed treatments with the Supervisor of Guidance to consider:
    a. the validity of the problem assessment,
    b. the appropriateness of the treatment,
    c. the means of implementing the treatment considered most appropriate; and,
    d. the feasibility of referring the pupil to another personnel specialist.

E. Use of the Assessment of Pupil's Problems Form

Each item listed under, "Pupil's Problem" and "Recommended Treatments" has been given a coded identification number to facilitate data processing. After each interview the adviser will enter the code number identifying the pupil's problems and the recommended treatments on the Assessment of Pupil's Problems Form (q.v. Appendix C). The form used at the end of the first interview will be marked "Interview No. 1"corresponding to the number of that interview. A new form will be used at the end of the succeeding interviews and each of these forms will be marked in sequence. Thus, there will be an Assessment of Pupil's Problems Form filled out for each successive interview. One copy of each of these forms should be sent to ABCD; a duplicate should be kept in the pupil's personal folder so that the adviser will have at all times both current and past evaluations of the pupil's problems and suggested treatment.

F. The Second and Third Interviews

Since by the time of the second interview the adviser has tentatively identified the pupil's problem and devised a possible treatment, the second interview should include:

1. Reestablishment of a friendly, congenial atmosphere for counseling;
2. Evaluation of reasons for failure;
3. Discuss and agree upon a possible treatment;
4. Discussion of specific ways of implementing the suggested treatment; and,

5. Establish procedure to check on the success of the treatment prescribed.

The success of the treatment prescribed may be checked by the use of the Daily Progress Card (form IV), and the Bi-weekly Report (form VII). The Daily Progress Card should be:

1. Obtained from guidance office each morning between 8:45 A.M. and 9:00 A.M.;
2. Filled out by the pupil;
3. Placed on subject teacher's desk at the beginning of each period;
4. Marked by teacher in conduct, effort, class work, home work, and test score (if any);(Elementary teacher retains card until end of day)
5. Picked up by pupil and placed on desk of next subject teacher;
6. Taken home and signed by parent at termination of school day;
7. Returned to guidance office the following morning;
8. Discussed by guidance adviser with a few words of approval, disapproval, or encouragement to the pupil; and,
9. Placed in pupil's personal file folder.

A new card should be issued to the pupil on the following day and the same procedure should be followed daily until the pupil is passing in all his major subjects. After the pupil has carried the Daily Progress Card for two weeks the Bi-weekly Report (form VII) should be initiated.

The Bi-weekly Report should be:

1. Used as a follow-up to the Daily Progress Card;
2. Circulated to all subject or homeroom teachers by pupil;

3. Marked by all teachers;

4. Returned to the guidance office;

5. Sent home to parents with appropriate comments; and,

6. Placed in pupil's personal folder.

A new Bi-weekly Report should be circulated at the end of another two week period, and this process should be continued until the next report card is issued. If at that time the pupil is passing all of his major subjects both the Daily Progress Card and the Bi-weekly Report may be discontinued. The parent should be notified of the pupil's improvement and commendation of his improvement should be included in this notification.

Failure Follow-up Form

The guidance adviser will screen the bi-monthly report cards of all pupils both to evaluate the current performance of previous failures and to discover new failures. Newly failing pupils will then be included in the intensive counseling program according to the specified ratios on page 21.

The pupil's name and the subjects in which he has failed will be recorded on the Failure Follow-up Form (#VIIIa for grades 7 and 8; #VIIIb for grade 9). This form will then be sent to subject and homeroom teachers for their assessment of the reasons for failure. The information thus obtained will assist the adviser in planning his counseling approach for each pupil.

F. The Fourth Interview

Before this interview the adviser should review:

1. the pupil's current academic status as indicated by:

    a. the Daily Progress Cards

    b. the Bi-weekly Reports

    c. the Failure Follow-up Form

2. the diagnosis of the pupil's problem and the recommended treatment on the Assessment of Pupil's Problems Form

During the interview the adviser should determine the following:

1. Was the recommended treatment carried out?

2. Did the pupil cooperate? To what degree?

3. Did the parents cooperate? To what degree?

4. Should the same treatment be continued? Should it be intensified?

5. Should a different treatment be substituted?

6. If so, what action should be taken?

If a different treatment of the pupil's problem seems to be appropriate the adviser should reinforce his decision as to what further action should be taken by consultation with, 1) the Supervisor of Guidance, 2) homeroom and subject teachers, 3) other pupil personnel specialists, 4) outside agencies.

Parental Interviews

To clarify further the reasons for academic failure, particularly when the problem appears to be home-centered, the adviser will schedule interviews with parents. These interviews should be scheduled after the

bi-monthly report cards have been issued. The adviser should follow these steps in arranging interviews:

1. Fill out an appointment form (#143) and mail it to the parent in an unmarked envelope. Send a number of forms to the different parents at the same time to facilitate scheduling.
2. Arrange appointments with parents who phone the guidance office as requested on the form.
3. Send a second form if no reply is received within seven days.
4. If the second form is unanswered, request pupil adjustment counselor to visit the home.

   (Guidance advisers may also schedule appointments with parents who phone the guidance office on their own initiative.)

During the parental interview the adviser should:

1. Explain the objectives of the experimental guidance program to the parent;
2. Discuss the pupil's problem;
3. Listen to the parent's evaluation of the problem;
4. Discuss possible treatments of the problem;
5. Enlist the parent's cooperation in the achievement of a solution; and,
6. Arrange for an interview involving parent, pupil, adviser, and interacting school personnel.

G. The Fifth Interview

After the adviser has established a feeling of mutual understanding between the parent and himself, he should schedule an interview involving parent, pupil, and school personnel.

This interview should be a continuation of the parental interview outlined above, and should proceed as follows:

1. Conference between adviser and parent, as stated above;
2. Review of problem with parent, pupil, and adviser participating;
3. Classroom visitation by pupil and parent to subject and/or homeroom teachers; and,
4. Evaluation of teachers' suggestions and discussion of future treatment by adviser, pupil, parent, and teachers, if available in guidance office.

Follow-up Recommendations

The adviser and the Supervisor of Guidance should recapitulate the procedures followed thus far, and evaluate their success.

The recapitulation should include an assessment of the accuracy of the problem diagnosis, of the appropriateness of the treatment prescribed, of the thoroughness of the data on pupil performance, and of the desirability of an alteration or change of emphasis in treatment. The recapitulation should also include a review of the information in the pupil's personal folder to determine whether all of the previously recommended procedures have been carried out or, if not, why they were omitted. In

the case of certain pupils, for example, the adviser may have felt that the punitive aspects of carrying the Daily Progress Card would have militated against a successful counseling situation. General guidelines for future procedures should be discussed during this conference.

1. If the pupil is still failing:
    a. Individual counseling should continue;
    b. Additional aid should be provided (q.v. Appendix B);
    c. Daily Progress Card and Bi-weekly Report should be continued; and,
    d. Different treatment should be planned (q.v. Appendix B).
2. If failure persists until mid-term:
    a. Mid-term Warning of Failure should be initiated by the homeroom teacher and sent to the subject teachers for marks. When completed, this form should be sent to the guidance adviser who will mail it to the pupil's home. This form should be signed by parents, returned to the guidance office, and placed in the pupil's personal folder. The completed Mid-term Warning of Failure should be referred to during future counseling interviews.
3. If the pupil has shown slight improvement, i.e., if he has raised his marks above failing but is still not out of danger:
    a. Daily Progress Card may be discontinued;
    b. Parents should be notified of the improvement in pupil's performance, attitude, and motivation; and,

c. Bi-weekly Report should be continued.

4. If the pupil has shown marked improvement, i.e. if he has raised his marks considerably:

   a. Both Daily Progress Card and Bi-weekly Report may be discontinued;

   b. Notification should be sent to parent as in "b" above; and,

   c. Pupil's marks should be reviewed at the end of the next marking period.

H. The Sixth through the Eighth Interviews

The constant reassessment of the pupil's academic status and the refinement of techniques for eliminating failure should continue from the sixth through the eighth interviews. The adviser should exercise ingenuity in devising different solutions to the pupil's problem where suggested ones have failed. He should be aware of and utilize all the resources available to him. He should keep in continuing communication with the pupil's parents, the pupil adjustment counselor, the school nurse, the attendance officer, assisting community agencies, and other sources from which he might gain new insights into the pupil's problem.

The adviser should be unrelenting and tenacious in pursuit of a solution to the pupil's problem. The continued and manifest interest of the adviser in the pupil as an individual can be a strong factor in motivating the pupil to higher achievement. Any waning of interest on the part of the adviser can be readily detected by the pupil.

INDIVIDUAL COUNSELING FOR NON-ACADEMIC FALURES

As has been previously stated the guidance adviser should devote his time exclusively to academic falures during the first two months of the experimental guidance program. After the two month period is over he should still maintain bi-weekly checks of failing pupils and continue counseling attention where failure persists.

At this point in the program the adviser should devote more of his time to pupils who are not academic falures. Each pupil from grade six through grade nine should receive at least three individual counseling interviews. Each pupil in grade five should receive at least two interviews.

To identify pupil needs the adviser will circulate a form called, "Survey of Classroom Problems" on which the teacher will list the needs or problems of each pupil. This list will be sent to the Guidance Office to assist the adviser in setting up priorities for counseling appointments.

Since counseling procedures have been explicitly detailed in the preceding section, only changes of emphasis will be noted in this section.

Course Selection and Vocational Orientation

Since these two counseling topics are closely associated they have been grouped together. Pupils who have been misplaced in course because of poor vocational orientation or for other reasons should receive intensive counseling early in the year. It becomes more and more difficult for pupils to adjust to new courses and new teachers as the year progresses.

Some of the pertinent questions that might be asked in diagnosing such problems follow:

1. Is the pupil placed in a course appropriate to his abilities?
2. Is the pupil certain of his vocational goal?
3. Is the pupil placed in a course consistent with his vocational goal?
4. Is the pupil realistic about his vocational goal?

When the problems have been isolated the adviser should discuss treatment with:

1. the pupil himself
2. homeroom and subject teachers
3. parents
4. the school principal---if change of course is recommended

If the pupil is uncertain or unrealistic concerning his vocational goal the adviser should:

1. schedule further individual interviews focusing on vocational orientation;
2. assign pupil to group discussion sessions with other pupils having similar problems; (See Group Discussions)
3. provide pupil with reading material on more suitable occupational goals;
4. schedule films, film strips, and talks directing pupil toward more suitable occupational goals.

Personal Adjustment Problems

Pupils manifesting anti-social behavior or signs of emotional instability should be referred directly to the pupil adjustment counselor by the guidance adviser, the classroom teacher, or the school principal. These pupils are not the responsibility of the guidance adviser. However, if and when they revert once more to conforming behavior, they will receive individual counseling on the same basis as other pupils.

If the pupil's emotional or adjustment problem is relatively minor, the adviser should be able to handle it with ease and competence. Such minor adjustment problems as occasional altercations among students, anxieties about examinations, frustrations in social relationships, temporary troubles at home, and minor misunderstandings with teachers fall into this category. However, when such problems persist and become more complex the adviser should look for basic causes in the pupil's personality pattern, or in the school, home, or community environment.

In some phases of counseling for personal adjustment, counseling the parents may be as important as counseling the child, since adjustment difficulties may be attributable to the actions and attitudes of one or both of the parents, or to sibling relationships.

In counseling pupils who have adjustment problems the adviser should; a) give evidence of a warm, positive attitude toward the pupil; b) try to sense the pupil's inner world of private personal

meanings; c) accept the pupil totally and without reservations; d) give the pupil evidence of sincerity, and; e) make sure the foregoing attitudes are perceived by the pupil and communicated to him. These principles apply to any counseling situation but more significantly to situations involving upset or disturbed pupils.

Counseling for the Average Student

The average student might be classified as one who is passing all of his subjects although without distinction. Invariably his marks will fall into the B minus to C minus range. Such a pupil is not always an underachiever. He may well be performing up to or near his potential in which case the adviser might help him by giving him support and encouragement. However, the adviser should try to determine whether he is an underachiever by a preliminary inspection of his cumulative record and the application of the norms set forth on page _____ for the measurement of underachievement.

If it appears that the pupil is not achieving according to his potential the adviser should prescribe the same sort of treatment recommended for academic failures though on a less intensive scale. He should also include the pupil in group discussions centered around achievement problems.

Superior Students

The adviser should guard against neglecting the superior student on the assumption that he has no problems. Quite often the superior student lacks clearly defined educational goals, needs vocational

orientation, has little interest in extra-curricular activities, or has difficulty identifying with his peer group. Generally speaking the superior student is articulate enough and sufficiently cooperative to make his needs known to the adviser.

The adviser has many resources for overcoming the difficulties of such students. He can; supply occupational reading material; provide college orientation; stimulate outside interests; schedule group discussions; suggest compatible companionships; and give the student moral support and reinforcement.

Small Group Counseling Program

Small group counseling is the second of the three main components of the experimental guidance program. In this phase of the program small group discussions will be introduced from the fifth to the ninth grades under the direction of the guidance adviser. These groups should be limited to a maximum of ten pupils, and should be scheduled so as not to conflict with major subject classes of any pupil.

Participating pupils should be selected on the basis of a common need, e.g., low motivation, disinterest in school; or on the basis of common interest, e.g., a science film, a career discussion. Suggested topics for group discussions are listed elsewhere in this section. Other suitable topics having particular relevance to the situation in his school might be chosen by the individual guidance adviser. For the adviser's convenience many film strips and films on topics related to guidance are available at the Department of Audio-Visual Instruction, 95 Selden Street, Dorchester.

The U. S. Department of Labor pamphlet, Counseling and Employment Service for Youth, presents a strong case for small group discussions:

> "Although counseling ---- is generally provided most effectively on an individual basis, there are cases where problems may be better resolved through the use of small group discussion in addition to individual counseling. The group setting provides an opportunity for a number of young people to pool their experience and ideas, to stimulate each other in thinking through a problem, to come up with additional suggestions and ideas that may not have been resolved from the individual counseling interview, and to learn from the experiences of other persons."[4]

A further statement from Guidance Services, Science Research Associates, Inc., 1960, sets forth guidelines for the development of a group discussion technique.

> "Available research is still much too limited to make authoritative statements regarding the most effective group discussion techniques. A few of the principles that would be accepted by most guidance specialists follow:
>
> 1. Group discussions should have motives, purposes, and points of view that are the same as, or, similar to those of individual guidance;
>
> 2. Group discussions should be regarded as a supplement to individual counseling, not as a substitute for it;
>
> 3. In group discussions, the leader should be alert for ways to encourage certain members of the group to seek individual counseling assistance;
>
> 4. In group discussions, the students constituting a group should be homogeneous in certain respects and should have a common purpose or interest, for example,

---

[4]Counseling and Employment Service for Youth, U. S. Department of Labor, Nov., 1962 p. 25

vocational --- choosing careers, or learning habits and skills needed to get along with others;

5. In group discussion, the advisers should introduce a unit or project at the time that seems most appropriate for his students as determined by their needs and interests;

6. In planning group discussion the administrative head of the school should cooperate by allocating a sufficient amount of time for such activities, and also by providing adequate educational materials and devices and sufficient physical facilities for group work."[5]

The foregoing assumptions are included in the program mainly to assist the adviser in setting up small group discussions, They represent some of the current thinking in this area and are not to be considered the ultimate statement on group counseling.

Suggested Topics for Small Group Discussions

Most authorities feel that group guidance has more limited efficacy in elementary school than in junior and senior high school. At the elementary level individual counseling is much more useful to the pupil. However, group guidance can fulfill a need even for this age group if the topics selected for discussion are realistic and are tailored to the pupils' needs. The following section lists a few of the topics that might pertain to these needs.

A. Orientation to the school situation.

Topics for this type of orientation have been listed on page 23 under the heading Individual Counseling Program.

[5]Humphreys, J. A., et al. Guidance Services, SRA Inc., Chicago, 1960,p. 20

However, orientation might be conducted for small groups absent from the original classroom orientation discussion, or for pupils who are assigned to the school after the official opening day.

B. Aids to effective study

1. How to read an assignment properly
2. How to take study notes
3. How to write reports
4. How to plan a homework assignment
5. How to prepare for tests
6. How to arrange a suitable study area
7. How to make effective use of one's time
8. How to use the public library

C. Community services

1. Health services in the community
    a. Children's Hospital
    b. Health Clinics
    c. Judge Baker Clinic
2. Welfare services in the community
    a. Neighborhood agencies
    b. Multi-service centers
3. The Police Department
    a. Organization
    b. Services and duties

4. Motor vehicle regulations

a. License requirements

b. Safety regulations

5. Fire protection and prevention

D. Community activities

1. Social and political groups

a. N.A.A.C.P.

b. Roxbury Community Council

c. Church groups

2. Religious activities

3. Recreational activities

a. Playgrounds

b. Municipal centers

c. Y.M.C.A.

d. Little League

E. Secondary School Orientation

1. Junior High School courses

a. General

b. College preparatory

c. Vocational

2. Discussions of high school courses available

a. Cooperative industrial

b. General

c. Academic

F. Cultural activities and opportunities

1. The Boston Public Library

2. Museums and public galleries

a. Boston Museum of Fine Arts

b. Science Museum

c. Children's Museum

3. The Freedom Trail

4. Musical concerts

5. Boston Arts Festival

Some of the topics listed above would also be appropriate for both junior and senior high school group discussion with only those slight changes of emphasis necessary to apply the principles to the new situation. In the section to follow, topics suitable for small group discussion at the junior high school level have been listed. Conversely, many of these topics might be adapted for use at the elementary school level. These lists of topics are by no means exhaustive. Within the framework of this outline, however, the adviser may wish to prepare topics of his own which have more specific relevance to the situation in his school.

A. Discussion of vocational and career opportunities

1. Educational requirements

2. Career opportunities

a. Summer jobs

(1) maintenance work

(2) handy man

(3) landscaping

(4) others

b. Part-time work

(1) grocery clerk

(2) mechanic's helper

(3) stockboy

(4) others

c. Full-time employment

Develop these opportunities through talks by:

(1) specialists in their fields

(2) selected teachers

(3) individual pupils

(4) the guidance adviser

(5) parents

B. Discussion of special programs available in the experimental schools:

1. Work-study program

2. Tutoring program

3. AID Program

4. Developmental reading program

C. Discussion of extra-curricular activities

1. Athletic program

2. Language clubs

3. Social clubs

4. Science groups

5. Cultural programs

D. Discussion of neighborhood problems

1. Neighborhood sanitation

2. Juvenile Delinquency

3. Crime prevention

4. Safety precautions

a. fire

b. health

c. traffic

d. building regulations

5. Urban renewal and housing

E. Discussion of classroom problems

1. Individual pupils' experiences

a. Success in class work

b. Ways of overcoming failure

c. Study techniques

2. Adaptation to class situation

a. Proper behavior

b. Preparation of class work

c. Personal cleanliness

3. Adaptation to teacher's standards

4. Adaptation to other pupils in class

5. Improvement of attitude toward school

F. Discussions of group attitudes

1. Understanding peoples of other races and religions
2. Understanding social and economic differences
3. Understanding importance of good moral behavior
4. Understanding importance of obeying laws of community and government.

G. Discussion of purpose and significance of tests

1. Measurement and scoring of:
   a. Classroom tests
   b. Standard tests
2. Problems of individual pupils in taking tests
3. Importance of tests for future course selection and careers.

H. Discussion of mental hygiene

1. Emotional aspects of personality
2. Importance of emotional stability in school
3. Importance of emotional stability in later life.

Group Conferences with Parents

The guidance adviser should arrange group conferences with five or six parents as often as his schedule permits, possibly at intervals during the school day when he is not occupied with individual counseling. These conferences should be carefully planned by the adviser for maximum effectiveness. A topical outline of the points to be discussed should be available.

Parents selected for each conference should be chosen on the basis of the common needs, the common problems, or the common interests of their children. For example, the parents of high achievers, or especially talented children, or mechanically inclined children might be grouped together. By sharing their common experiences these parents might be able mutually to arrive at decisions beneficial to each child. At these meetings the guidance adviser might also establish a friendly relationship which would expedite future interaction between home and school.

Some of the topics relating to their children which parents might be interested in discussing at such conferences are:

1. Vocational choice
2. Career opportunities
3. Secondary school selection and course choice
4. Methods for improving school performance
5. Parent-school cooperation
6. Plans for higher education
7. Scholarship awards available
8. Special school programs available

The Supportive Classroom Program

The last of the three main components of the experimental guidance program is the supportive classroom program. Much of the adviser's impact in this demonstration project will depend upon the extent to which he can apprise teachers of student learning problems

and have this knowledge assist teachers in their selection of methods, materials, and emphasis within the regular classroom program. To accomplish this, the guidance advisers will hold regular sessions with individual teachers and groups of teachers to discuss and re-define their combined and specialized services to students. A major purpose here is to weave teaching materials which enhance student understanding of both present and future opportunities and responsibilities into the elementary and junior high curricula.

To achieve the foregoing ends the guidance adviser will assist the classroom teacher in developing material for the teaching of the Course of Study in Guidance, Document No. 7, 1963. This manual was planned for use by guidance advisers. From his rather intimate knowledge of personality factors and environmental factors affecting the behavior of the individual pupils in the school, the guidance adviser is in an excellent position to suggest materials for specific lessons to the teacher. For this purpose the advisor should have in his office the bibliographical materials listed on pages 8, 13, 14, 22, 32, 40, 41, 51, 61, 64, and 70 of the Course of Study in Guidance. He should be prepared to advise the classroom teacher on the most effective ways to utilize this material. The principal of the school should recommend that funds from the per capita allowance be reserved for the purchase of these reference materials.

An annotated bibliography has been appended as a supplement to this program. The first portion of the bibliography contains a list

of reference books for the use of the guidance adviser in carrying out his counseling program. The second portion of the bibliography lists books recommended for pupils' classroom use or independent reading. The criteria which governed their inclusion in this bibliography was: a) a realistic attitude toward life situations; b) a concern with, or interest in, the problems of all racial groups; c) a relationship to subject and curricula areas, at the pupil's grade level; d) a high interest level yet not beyond the pupil's reading skill. It is suggested that the school principal consult this bibliography when purchasing under the per capita School Department library allotment.

The guidance adviser cooperating with school personnel will assist in introducing materials into subject curricula which furthers the objectives and aims of the guidance program and at the same time can be realistically adapted to the needs of pupils. Some of the texts which might be appropriate for this aspect of the classroom program are contained in the Turner-Livingston Reading Series published by the Follett Company which includes such titles as: The Town You Live In; The Money You Spend; and The Family You Belong To. Other Follett publications directed toward slow learners are: American History Study Lessons; Success In Language, Grade Nine.

The final and most important feature of supportive class program is now being prepared. This section will specify topics to be introduced into the social studies curriculum from grades five through nine which relate realistically to the life experience of students in the target area.

Certain of the social studies texts used in the schools at the present time have little or no relevance for students in the culturally deprived areas. Most of these texts are oriented to the white middle class culture. To modify this omission specific topics will be injected into the geography, history, and civics curricula. In geography, for example, lessons will be suggested which highlight the life and mores of peoples of differing backgrounds. In U. S. History, topics will be suggested which feature the contributions of minority groups and individuals to our national culture.

Twenty lessons will be prepared for each grade from five through nine. Topics selected will be appropriate to the courses of study in each grade. Each topic will form the basis for one lesson and the topics well planned so that they may be introduced at weekly intervals. The reference material necessary for teaching these lessons will be supplied to each teacher. The subject areas into which these lessons will be introduced are listed below by grade;

5th grade—Geography - U.S; North and South American

6th grade—Ancient History - Septe ber to January
Geography - Asia - January to June

7th grade—U.S. History - Revolutionary Period

8th grade—U.S. History - Civil War to World War II

9th grade—Civic Education

Summary of Responsibilities of Guidance Adviser

The duties and responsibilities of the experimental guidance adviser are stated throughout the entire guidance design. A brief

summary of these duties and responsibilities follows:

1. To follow the referral procedures outlined in this design.
2. To keep meticulous records of interviews and action taken.
3. To cooperate with all school personnel in carrying out the guidance program.
4. To interpret the objectives and procedures of the program to all cooperating personnel by means of orientation talks and teacher conferences.
5. To conduct the prescribed number of interviews with each pupil as specified in the section on Individual Counseling.
6. To plan, prepare, and conduct small group discussions with parents and pupils.
7. To confer individually with parents on pupils' academic status.
8. To supply realistic information to pupils on career and occupational goals.
9. To assist pupils and parents in the selection of appropriate schools and courses.
10. To supply reference material to teachers explaining the guidance program.
11. To make available lesson plans and teaching materials for carrying out the supportive classroom program.
12. To promote good public relations for the guidance program in the community.
13. To keep abreast of new developments in the field of guidance.
14. To direct qualified pupils to special programs such as tutoring, work-study and AID.

The Role of the Teacher in the Experimental Program

The classroom and subject teachers fulfill important functions in assuring the success of the experimental guidance program. As has been previously indicated a good guidance program will ease rather than increase the burdens of the teacher. Minor inconveniences will be rewarded by satisfying results. For these reasons the teacher will be expected to:

1. Encourage all pupils to take advantage of guidances services.
d. Inform the guidance adviser of pupil needs.
3. Cooperate with the guidance department by following prescribed procedures.
4. Carry out the supportive classroom program.
5. Acquaint himself with the interview priorities.
6. Assist the guidance adviser in analyzing pupil problems.
7. Attend orientation and in-service meetings explaining the guidance program.
8. Confer with parents at the guidance adviser's request.
9. Supply pupil records and essential information to the guidance adviser.
10. Utilize supplementary materials made available by guidance adviser.
11. Teach the Boston School Department Course of Studies for junior high school conscientiously and effectively.
12. Cooperate in creating good public relations for the guidance program.

The Role of the Principal in the Experimental Guidance Program

No school program can be successful without the full cooperation and active participation of the school principal. As the leader of the school he must have the breadth of vision to comprehend, interpret to his subordinators, and carry out the philosophy of the school system to which he belongs. School personnel and pupils alike look to him for leadership in achieving prescribed educational goals.

For this reason the experimental guidance program must receive full cooperation from the school principal in the following areas:

I. Orientation of School Personnel

Orientation meetings for all school personnel affected by the experimental guidance program should be jointly arranged by the school principal and the guidance adviser. They should arrange as many meetings as necessary to acquaint school personnel with the functions, aims, and objectives of the experimental program and to emphasize the responsibility of each member of the staff for its success. These meetings should be scheduled at definite times during the school day.

The Responsibilities of the Principal to the Experimental Guidance Program

The orientation sessions should stress the following points;

A) Aims and objectives of the guidance program.

B) Procedures for making referrals.

C) Types of students who should be referred.

D) Use of all forms.

E) The scheduling of interviews.

F) The scheduling of teacher-counselor conferences.

G) Follow-up or the implementation of findings and decisions.

H) Testing and the use of tests.

I) Recommendations of materials for the guidance curriculum.

J) Listing of supplementary materials available in the guidance office.

K) Others.

The principal and guidance adviser should be in agreement on the procedures outlined in the orientation meetings. The principal should encourage the entire staff in the utilization of the program.

II. Physical Facilities, Equipment, and Material

For the operation of the guidance program the following should be provided:

A) Physical facilities

1. A combination reception, information and reference room.
2. A separate well-ventilated interview room is highly desirable; otherwise the combination room can be used.

B) Equipment

1. Separate telephone or at least an extension phone
2. An office desk and chair and at least four

visitors' chairs

3. One large filing cabinet

4. One bookcase

5. One bulletin board

6. Wastebasket

C) Materials

1. Individual cumulative record or inventory form

2. Parental information form

3. Form letters, referral sheets, progress cards, etc.

4. Stationery

5. Current educational and occupational material; monographs, reference books, school and college catalogues, and other job information

6. Complete library of sample test materials

III. Record Keeping

The principal should authorize the guidance adviser to keep all pupil records in a central location, preferably in the guidance office, since the adviser must have ready access to pupil information at all times.

These records should include:

A) Cumulative record

B) Test results

C) Health information

D) Record of referrals and interviews

E) Samples of pupil's work

F) Teachers' reports - anecdotal

G) Records of parental interviews

H) Attendance officer's reports

I) Reports from PAC

J) Court reports

K) A copy of each pupil's program

L) A copy of homeroom teacher's program

The principal should assist the guidance staff in analyzing and interpreting the information contained in the above records whenever appropriate. He should cooperate with the guidance staff in making significant decisions regarding the disposition of cases. In instances where individual students have special needs the principal should direct efforts not only to identify these needs but also to plan appropriate opportunities for student adjustment, e.g., special class, remedial reading, specialized tests, etc.

IV. Budgetary Allowances for Guidance Needs

The principal should provide in the per capita allowance for each pupil the following guidance needs:

A) Visual aids

B) Reference materials

C) Occupational periodicals

D) Supplementary classroom materials

E) Office supplies

V. Special Programs

The principal should cooperate with the guidance personnel in scheduling special assemblies and program activities which may be meaningful such as:

A) Talks by civic officials

Police
Fire Department
Registry of Motor vehicles

B) Talks on career opportunities

C) Demonstration lessons for teachers by guidance adviser to demonstrate use of guidance materials in course of studies.

D) Field trips

Orientation of New Guidance Advisers

Newly appointed guidance advisers to the experimental ABCD (Training) School Department program should receive a general orientation from the Department of Guidance and ABCD. An initial conference with the Guidance Supervisor or an authorized member of his staff should be arranged to explain the aims and objectives of the experimental program, and to clarify the procedures approved by the Guidance Department.

Following this conference, visits should be made to the various divisions of the Boston School Department with which the new adviser will be interacting, e.g., Test and Measurements, Special Class, Vocational Guidance, Coordinator of New Programs, and Pupil Adjustment

Counseling. During these visits a member of the staff of each division should explain its functions to the new adviser.

Arrangements should also be made for each adviser to visit the community agencies which will be cooperating with the Guidance Department. He should know the location and personnel of the Multi-Service Center, if there is one in his district, of the District Health Office, Welfare Office, Mental Health Clinic, YMCA, and Juvenile Court.

When this general orientation has been completed conferences should be scheduled with an experienced guidance adviser preferably operating in a normal guidance situation. The new couselor should be given the opportunity to observe the experienced adviser in the following activities: interviewing, testing, conferring with school personnel on guidance problems, preparing folders of student information, conferring with parents, and, if possible, participating in pre-arranged classroom activities related to guidance.

The experienced adviser might also assist the new advisers in setting up the above procedures in the school to which he has been assigned, and assist him in planning orientation meetings for the school personnel.

New advisers assigned to the elementary schools should visit the junior high school which serves the district to become familiar with the school and its personnel; conversely, junior high advisers should be familiar with the elementary schools in their districts.

Specific Areas of Emphasis in the Elementary School Guidance Program

Since there are differences of emphasis between the elementary guidance program and the junior high school program, the areas where these differences exist should be indicated. Recent surveys, "favor the viewpoint that elementary guidance be concerned with specialized services to individual pupils rather than general curriculum guidance to all pupils."[6]

Usually elementary school guidance programs have been classified as remedial, preventive, or developmental, the most desirable being the developmental approach which assists each child to develop his fullest potential in all areas of development --- mental, physical, social, and emotional. Previously the major emphasis has been given to remedial guidance, a service made available to pupils with already developed maladjustment and behavior problems. The preventive approach has been concerned with anticipating the development of certain difficulties or problems and attempting to provide services that would prevent their development.[7]

The developmental approach emphasizes the fact that guidance is not a privilege accorded the maladjusted but a necessity for every normal child. Thus, one of the primary duties of the elementary guidance counselor should be to help teachers to know and use techniques in the classroom which will help them to recognize and meet each child's needs.

The specialist in guidance must be a professional resource person

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[6]McDougall, William P., Reitan, Henry M., "The Elementary Counselor as perceived by Elementary Principals" The Personnel and Guidance Journal, 42;353 Dec 1963

[7]Stripling, Robert O., "Trends in Elementary School Guidance", The National Elementary Principal. Vol. XLIII No. 5, Apr., 1964.

who backs up the teacher and helps him perform the guidance part of his job better. "This does not mean that the guidance counselor should become a curriculum consultant in the traditional sense, but that, as a result of his specialized knowledge of the factors that help children develop their creative potentials, he is in a position to assist teachers in opening up new horizons that will enrich their lives."[8]

In view of the foregoing statements the specific functions of the elementary guidance adviser in the experimental program would seem to be: 1. To test or provide testing for certain types of children: those who show signs of emotional disturbance, those who need curricular advise or placement in special classes, and those who are being considered for referral to other pupil personnel specialists.

2. To assist needy children to obtain glasses, hearing aids, clothes, food, and other essentials.

3. To consult wtih parents in an effort to arrive mutually at the realization of a home situation as nearly ideal as possible, and to suggest ways in which both school and home may cooperate to establish a desirable school adjustment for the child.

4. To cooperate with other pupil personnel services, e.g., school nurse, pupil adjustment counselor in solving adjustment problems.

5. To interpret the findings and recommendations of school agencies and pupil personnel services to parents, teachers, and administrators.

6. To provide in-service orientation meetings for school personnel to explain the functions and objectives of the guidance program.

[8]Ibid.

7. To prepare resource materials to be used by all participating in the guidance program including printed materials, and audio-visual aids.

8. To develop group guidance programs in common personal problems, study habits, occupational orientation, and preparation for junior high school.

9. To provide assistance to teachers in enriching the curricula by integrating guidance material into subject areas.

10. To assist teachers with difficult behavior problems either by guidance counseling or by referral to other pupil personnel services.

11. To interpret the guidance program to parents and community organizations through individual conferences and group functions such as the PTA and Home and School Association meetings.

12. To coordinate the guidance services with schools which are to receive pupils.

13. To evaluate the guidance program at regular intervals and incorporate research as an essential part of the program.